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## **'Field'**

Linda Whitworth with assistance from members of the 'Field' tutor group: Gavin Baldwin, Howard Hollands, Victoria de Rijke, Rebecca Sinker and John Whomsley

Abstract:

**This article describes and evaluates 'Field', a Citizenship project researching the theme of Community, run with Year 2 B.A. Primary Education students at the School of Lifelong Learning and Education, Middlesex University. It outlines the intentions behind the course and gives examples of activities undertaken and presentations made by the students. It reflects on the contribution made to an understanding and delivery of Citizenship and the impact of the course on trainees and tutors.**

### **The purposes of the course:**

For students - the development of an understanding of Citizenship education through:

- Experience of collaborative working in small and large groups
- Opportunities for cross-curricular work
- Experience of different subject methodologies and pedagogical styles
- Experience of an organic project
- Involvement in peer assessment
- Development of research and presentation skills

For tutors – investigating teaching methodologies for Citizenship education through:

- Experience of collaborative working
- Creation of a project involved in process as well as content
- Dialogue between different subject methodologies
- Consideration and development of a range of pedagogies
- Involvement in peer observation

## **Introduction**

'Field' was a cross-curricular Citizenship project run with seventy Year 2 undergraduate students in Spring 2003. It was supported by six tutors who are involved on the Art, English and Humanities programmes. Its purpose was to investigate and experience the nature of community by working in groups and by researching a geographical location. Students were divided into groups, given input from a range of subjects about research methods, sent to research a locality and asked to produce a group presentation which reflected on their findings. The exercise was called 'Field' because of the recognition that there were a range of 'fields' involved in the project, and an opportunity to do fieldwork.

The name 'Field' became, "a touchstone which we rubbed to see .. what it meant for us and each other."

(Howard Hollands - Art tutor, email feedback)

One influence on the name was Antony Gormley's book 'Field' describing the making and display of hundreds of small figures, and his 'Field of the British Isles' displayed at the British Museum. The image of clay 'people' positioned together led to an investigation of a range of Gormley images of clay figures, questioning what the images could reveal about community.

The project was spread over five weeks. Students attended sessions led by tutors on six days, they had five days of fieldwork in their groups and four days of preparation for their presentations.

### **Concepts, Skills and Understanding**

During the project students were encouraged to explore their concepts of community, both in theoretical and in practical terms through a variety of activities and through group research and development. Their presentations at the end of the project were intended to reflect on the multi-layered nature of communities and the relationship of individuals and small groups to larger groups and to a specific area.

The project engaged with Citizenship through three of the four areas identified in the Non-Statutory guidelines for Key Stages 1& 2

- Developing confidence and responsibility and making the most of abilities
- Preparing to play an active role as citizens
- Developing good relationships and respecting the differences between people (National Curriculum(DfEE /QCA 1999)

It also reflected the recommendations in the Crick Report (QCA/DfEE,1998:39-44) in the following three areas:

**Social and moral responsibility** – students engaged with aspects of their own and others' identity and developed their understanding of responsibility through reporting and representing a range of voices within a community which were not necessarily their own.

**Community involvement** – they researched communities, developing their own insights into what makes a community, how a community may function at different levels and how it can be identified and represented.

**Political literacy** – they developed their own skills of negotiation and representation and experienced opportunities to express their own views and consider the views of others.

In addition to these areas the project had a considerable impact in raising individual students' self-esteem and self-understanding. By engaging in building their own community and expressing their own values in that community a number reflected on their own increased confidence and could understand how such a project could assist children in developing self-confidence.

Figure 1 maps out how many of the elements Crick saw as essential to Citizenship education were interwoven into the project through specific activities. It lists three activities from the project, building a community (details in Appendix A), making and

displaying clay figures and the student activity of researching and presenting on their area of research.

Figure 1.

Activity	Key Concepts	Values & dispositions	Skills & aptitudes	Knowledge & understanding
Field – Building a Community	<ul style="list-style-type: none"> <li>-Democracy &amp; autocracy</li> <li>- co-operation &amp; conflict</li> <li>- fairness, justice, the rule of law, rules, law &amp; human rights</li> <li>- rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-concern for the common good</li> <li>-belief in human dignity &amp; equality</li> <li>- concern to resolve conflicts</li> <li>-to act responsibly</li> <li>- courage to defend a point of view</li> </ul>	<ul style="list-style-type: none"> <li>-making a reasoned argument</li> <li>-to co-operate &amp; work effectively with others</li> <li>-ability to appreciate &amp; respect the experience &amp; perspective of others</li> <li>-to tolerate others' viewpoints</li> <li>-ability to recognize forms of manipulation &amp; persuasion</li> <li>- ability to identify, respond to &amp; influence social, moral &amp; political challenges &amp; situations</li> </ul>	<ul style="list-style-type: none"> <li>-nature of democratic communities, how they function &amp; change</li> <li>-interdependence of individuals &amp; local &amp; voluntary communities</li> <li>- nature of diversity, dissent &amp; social conflict</li> <li>- legal &amp; moral rights &amp; the responsibilities of individuals &amp; communities</li> </ul>
Figure making activity and discussion	<ul style="list-style-type: none"> <li>-Equality &amp; diversity</li> <li>- freedom &amp; order</li> <li>-individual &amp; community</li> </ul>	<ul style="list-style-type: none"> <li>-belief in human dignity &amp; equality</li> <li>- concern to resolve conflicts</li> <li>- to work with &amp; for others with sympathetic understanding</li> <li>-practice of tolerance</li> <li>-courage to defend a point of view</li> <li>- willingness to be open...in the light of discussion &amp; evidence</li> <li>- individual initiative</li> <li>-commitment to equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>-making a reasoned argument</li> <li>-to co-operate &amp; work effectively with others</li> <li>-ability to appreciate &amp; respect the experience &amp; perspective of others</li> <li>-to tolerate others' viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>- nature of diversity, dissent &amp; social conflict</li> <li>- legal &amp; moral rights &amp; the responsibilities of individuals &amp; communities</li> </ul>
Group research & Presentations	<ul style="list-style-type: none"> <li>-democracy</li> <li>-co-operation &amp; conflict</li> <li>-equality &amp; diversity</li> <li>individual &amp; community rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-belief in human dignity &amp; equality</li> <li>- concern to resolve conflicts</li> <li>- to work with &amp; for others with sympathetic understanding</li> <li>-practice of tolerance</li> <li>-courage to defend a point of view</li> <li>- willingness to be open...in the light of discussion &amp; evidence</li> <li>- individual initiative</li> <li>-commitment to equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>-making a reasoned argument</li> <li>-to co-operate &amp; work effectively with others</li> <li>-ability to appreciate &amp; respect the experience &amp; perspective of others</li> <li>-to tolerate others' viewpoints</li> <li>- ability to use modern media &amp; technology critically to gather information</li> <li>-a critical approach to evidence put before one &amp; an ability to look for fresh evidence</li> <li>- ability to develop a problem-solving approach</li> <li>- ability to identify, respond to &amp; influence social, moral &amp; political challenges &amp; situations</li> </ul>	<ul style="list-style-type: none"> <li>-topical &amp; contemporary issues &amp; events at local levels</li> <li>-nature of democratic communities, how they function &amp; change</li> <li>-interdependence of individuals &amp; local &amp; voluntary communities</li> <li>- nature of diversity, dissent &amp; social conflict</li> <li>- legal &amp; moral rights &amp; the responsibilities of individuals &amp; communities</li> </ul>

**Specific skills identified for the project were:**

Research and Investigation skills, including use of ICT  
Performative and presentational skills  
Data handling and analysis  
Collaborative skills  
Planning, making, evaluative and assessment skills

**Planning the Project to promote Citizenship skills**

During the planning stage the tutors explored aspects of subject presentation and collaborative working. Initially we discussed how our individual subjects could contribute to the theme of community and inputs were devised to show how Citizenship could be taught through individual subjects such as Geography and Religious Education. Tutors then discussed what subjects could bring to the project in terms of methodology as well as content. This was particularly relevant when looking at a range of research methods. Some subjects were also grouped together to explore links, contrasts and presentation techniques, for example Art and Citizenship to explore the place of the individual in a community.

In the planning stages Citizenship was seen as one of the subjects to be explored on the programme, but as the project progressed it became apparent that it underlay every aspect of what the participants were experiencing. So at the beginning of the project individual tutors presented different understandings of 'Community', based on subject approaches, (e.g. historical evidence of migration patterns and how they affected a geographical area), but as the project developed links were made between methodologies so that students could develop an holistic concept of community and the way citizenship could underpin a whole school ethos. (An example of this can be seen below in the clay figures activity.)

Each of the activities described below was developed to encourage students to investigate their own approach to community and see it as an opportunity to exercise citizenship skills.

**Developing the assessment criteria**

As part of the philosophy of the project students were asked to consider how they wanted to be assessed in the group presentations. This reflected the values of involvement and responsibility at all levels which the tutors wanted the whole group to experience.. An example of the generic criteria for group assessment is included in Appendix B. Added to these, each group included up to three criteria they wanted included when their own presentation was assessed.

**Some examples from the programme**

## **Citizenship through group development**

The creation of groups of students who did not chose to work together but who were placed into groups by tutors with the common factor of locality was central to the project.

On the first morning the students were asked to indicate where they lived on a large wall-mounted street map of North London. Once the flags had been placed, groups of between five and eight were organized, dependent on location or ease of transport. Tutors created the groups so that there was an obvious, visual reason why people had been grouped together. No one was placed according to ability, known group dynamics or individual preference. The advantages were that students saw these groups as a model for community building, as they had to achieve a working relationship quickly and amicably, thereby developing skills of co-operation. This mirrored aspects of community development which students could then apply to their investigation. One issue was that some students who shared houses were in the same group and they had already formed their own community which others in the group had to negotiate. Another issue was that of incompatibility which hindered some groups in the early stages. In all, nine groups were made up, based on Potters Bar, Cheshunt, Finsbury Park, Walthamstow, East Barnet, Palmers Green, Enfield, Ponders End and Hendon. The later development of the groups was inevitably dependent on their individual make-up. Each group only existed within the scope of the project and therefore participants had to quickly establish their working styles, allowing for individual preference but developing a group working pattern.

## **Group Dynamics in the Tutor Team**

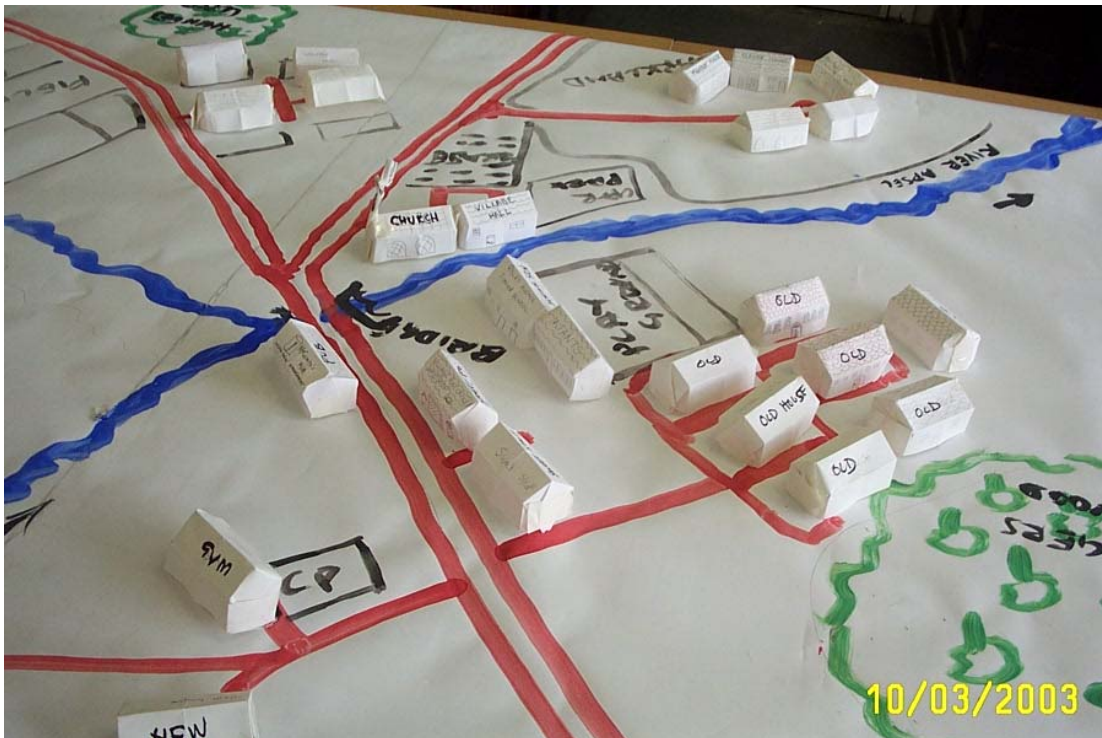
As the tutor team became more involved at looking at the process of developing a community they became more conscious of their own group dynamics. There was no 'leader' but rather shared responsibilities and 'leadership'. The group was organized by the values seen as valuable to a sense of community. This was not made explicit from the outset but evolved within the group. The process of negotiation and listening, the skills which they wanted the students to experience first-hand to promote their own understanding of citizenship, were part of the process the tutors undertook. They created a group for the purpose of the project, just as they expected the students to. They established their own methods of dialogue, negotiation and resolution and became identified by the students as a group in their own right. They reported and commented as a group as well as individuals. They evaluated their own working through peer-observation and group meetings. These roles were as fundamental to them as to the students. Students saw them become insiders to the process of developing citizenship skills as well as observers of other groups. The experience of working collaboratively over several months to produce the project and then experience it with the students was profoundly valuable to all of them, as can be seen from the following comments:

We were "willing to commit ourselves to an open brief and an open relationship"  
We were "not just hearing other voices, (but) taking them on board"  
We developed a "challenging and supportive audience among peers"

## Citizenship through collaboration

## Field: Building a Community

Students were given sessions led by the tutors which could provide skills and approaches for them to consider. One of the early inputs was the Map Game entitled “Field: Building a Community” in which the students were divided into two groups and given a large base map and templates for constructing paper buildings. These were then placed on the map after discussion among the group. Role play was interwoven into the activity as groups of students took on the roles of those who lived in different areas of housing or worked in schools and shops. Through the construction of a village the students considered different aspects of the nature of community and the relationships different interest groups had. The game included a series of rules which groups had to follow (See Appendix A) thereby experiencing conformity and individuality as part of the group experience. For example each group contained a Parish Council who had to hear and rule on disputes. The result was a lively expression of the values which are involved in community building and maintenance. This activity operated on three levels: firstly it provided experience of community concepts which the students could apply to a concrete situation, secondly it engaged them in articulation of values which they believed, individually and collectively, exist ideally or pragmatically in communities. Thirdly it could be adapted for school use to explore these concepts with pupils.



## **Citizenship through representation and confrontation**

### **Making a clay 'community'**

One of the sessions presented by tutors involved the making and positioning of clay figures. This was developed from the work of Antony Gormley who has organized the production and positioning of hundreds of clay figures in various displays entitled 'Field'. Earlier examples of his work 'Field for the British Isles', an example of which was exhibited in the Joseph Hotung Great Court Gallery in the British Museum from November 2002 – January 2003, were shown to the students (Haigh, Channel Four, 1998). While seated in their groups, the students were then each given three balls of clay in different sizes to make their own figures. Some students interpreted these as a family group, so they had very similar shapes or features, others as opportunities for three different types of figures, as can be seen in the photograph. They were asked not to put a lot of detail into their figures so that a sense of similarity could be seen visually. This activity gave students opportunity to form a creative community.

After the figures had been made, representatives from each group were asked to take the figures into the display space and position them, reflecting on the theme of 'Community'. This created an opportunity for some individuals to take a role as representatives, with a sense of responsibility to others in the group. Some students were heard to select individuals who they thought would, "make sure we have a good place" or "stick up for us". These comments revealed the competitive and defensive attitudes some groups could take when exposed to others and may have been related to the sense of ownership invested in the figures.

While the figures were placed, the rest of the students and two tutors remained in the adjoining studio and discussed some of the arrangements Antony Gormley had made in his displays of figures. Two images in particular were discussed, that of individual figures placed in concentric circles facing inward and another of figures placed similarly, but with a broad path or road dividing one half of the figures from the other. (Gormley, 1993) Students were asked to reflect on their interpretations of these layouts and what they thought was being indicated about the nature of community. Some students interpreted the outer figures as being remote from the inside sense of belonging. (This theme was later developed into reflections on the roles of insiders and outsiders in a community as students identified whether or not they belonged to the community they were researching and therefore if they were critiquing it from the inside or judging it from the outside with a different emotional involvement.)

Students' comments expressed empathy with those whom they felt were marginalized, "They're stuck outside, they don't belong in the way the others do."

Other students concentrated on the idea that some people chose to position themselves away from the 'mainstream', by belief, behaviour or because of social differences. Some thought that the figures represented those who wanted to be "on the outside", who did not want to feel "involved". The picture of figures with a path created a lot of emotive



language. Students spoke of divisions within a community and how they felt some communities “had divisions which couldn’t be healed.” The discussion reflected different students’ attitudes to the nature of groups and individuals and how various messages could be inferred from the Gormley displays.

In contrast to this discussion, in the other studio, lively territorial debates were taking place among the students about the placing of figures, including directions figures faced, how they were grouped and which figures were ‘inside’ and ‘outside’ the community as represented by the different groupings on the floor. These debates became so heated that all the participants moved to the display space and the group representatives were asked to explain their placing of their group’s figures.

The large floor space had enabled representatives to group their figures with deliberate spaces in between. They were asked to comment on their layout and reflect on the issues of community they had taken into consideration. They explained that some figures were intended to link two groups, demonstrating different allegiances within and between social groups. Some figures were placed in symmetrical orders so that they formed a pattern, separating them from other groups. Individual figures were placed looking out of the groups, ‘wanting to be apart’. One figure was deliberately made leaning over to show that disability was an issue which should be considered in communities and that provision should be made for support. The discussion moved from placement to the values which students saw as central to community life. Issues of belonging, diversity, support, conformity and individuality were raised and students were challenged by tutors to consider their competitive comments overheard earlier.



## **Citizenship through investigation**

### **The Brief**

The groups were all given the same broad brief: To investigate and develop presentations on an allotted locality about aspects of community. The brief was deliberately wide, to enable students to draw on their own interpretation of community. This could include how they saw communities identifying themselves, how they function and respond to issues of unity, diversity, individuality, dissent and conflict.

Students were to research these geographical areas, using whatever resources they chose to access over the five weeks. They brainstormed the areas, establishing what they knew, who was local to the area, areas of interest, possible places of information and local landmarks. They were then expected to organize their own visits to the area, their methods and places of research and any records they wished to make of their visits. Some used video recorders, tape recorders and cameras to record material.

The groups were told that they should provide a twenty minute presentation on their area at the end of the project, which examined one or more issues and the responses of the local people. They were encouraged to use questionnaires, interviews and research from local libraries, places of interest (e.g. historical landmarks) and local newspapers, but above all they were encouraged to go and look, so that they brought their own impressions to their presentations. This was intended to develop a reflective element in their work, which would enable them to link their research to different areas of the Citizenship syllabus, e.g. developing understanding of the points of view of others, or understanding how contemporary issues can influence community action.

The development of the groups during the project involved the exercise of such citizenship skills as negotiation and resolution, participation and representation. Students and tutors encouraged each other to see the development of their groups as a central part of the project's experience.

“We want to have a curriculum generated by the learner.” (meeting notes: 8.7.02)

### **Research issues**

As part of the input into group work, students discussed a range of research skills which could be used by themselves and in school when gathering data or investigating their local communities.

There was an input session on using questionnaires and interviews, the difference between quantitative and qualitative research and the collection and management of data. It was felt that students needed to be aware of the value of authentic voices when presenting information about community. Citizenship education involves making links with local communities and the presentations would be an opportunity to experience issues of representation and confidentiality as well as fairness. One of the key concepts of citizenship education which was emphasized was the relationship between the individual

and the community, an issue already raised by the previous exercise, and it was felt that well-grounded research would provide an opportunity to investigate the individual voice in a context of community.

One of the research methods investigated with the students was that employed by the Warwick Religious Education Project which had been introduced to them in previous lectures. This model, which draws on ethnographic methods of research, is discussed in Robert Jackson's book, *Religious Education: An Interpretive Approach* (1997). In it he identifies three layers of understanding in investigating religious commitment. The first layer is that of the individual's experience and the second is that of the group to which the individual belongs. The third layer is that of the tradition on which the group and the individual draws. Students found this model particularly helpful when considering pedagogies for Religious Education. By investigating religious experience through the eyes of a believer they engaged with the issues of how to represent religious experience accurately and fairly, while acknowledging complexities and varieties in a religious tradition.

Underlying the Warwick RE Project's use of the interpretive method is the experience of the use of ethnographic research developed by the whole Warwick team. (Jackson 1997, 65-66, 110-112). In Religious Education lectures the model had enabled students to look at the voice of individuals who described their experience of religion. This personalization of religious practice meant that they could begin to understand that everyone has their own experience and that although members of one religion might share a belief, their expression of that belief may differ. (e.g. different religious practices when celebrating a festival). In the case of 'Field', instead of applying it to a believer the model could be applied to someone who belonged to the community being investigated. The tutors in 'Field' felt that engaging with ethnographic methodology and attempting to apply some of the skills, even over a short time, could be useful in understanding the dynamics and complexities of community life.

Students were also encouraged to reflect on their reaction to the material they collected. They were asked to consider their own relationship to the area they were researching. Did they belong to the area? If so how long had they lived there? What were their impressions of the area? How did their impressions relate to the experiences of others in the group? This became an important part of the presentations themselves as students became more conscious of their relationship to the material they were studying and issues of representation. Students themselves became woven into the fabric of the presentation and increasingly explored values through the process of presentation as well as in the content.

As **individuals** themselves, they needed to consider their relationship to their material and research. They also interviewed individuals to hear their voices on issues in their geographical community. This involved skills such as "the ability to appreciate and respect the experience and perspective of others" and "to tolerate others' viewpoints", both essential skills in the Crick model. (see Figure 1)

Similarly they were themselves part of a **group** and were therefore very conscious of group dynamics and the limitations that group membership could put on them. They also had to represent groups who were evident in their area of research and not only identify but differentiate between the individual and the group voice. This involved skills such as “to work with and for others with sympathetic understanding.”

The third layer of their research was that of the **community**. Representation inevitably meant choice of material. Their task was to represent a community while acknowledging that they only has a snapshot of the area. The decisions they took about material and methods of presentation therefore had to be negotiated among the group as to what was seen as important and they then had to represent the different voices they had heard when researching.

An example of this could be seen in the Finsbury Park group. At the beginning of their presentation they posed the question ‘Is Finsbury Park a unified community?’. They then used quotations from individuals they had interviewed to express different attitudes towards the question. Some of those individuals also represented and spoke as members of different groups, sometimes cultural or religious. People representing a group sometimes modified their personal opinions when speaking as a representative. The group had to decide how they would present this material and how they could answer the question that they had posed. They knew that they had to represent the range of views they had heard, otherwise they felt the presentation would not be accurate, so there were a series of scenes depicting different aspects of the community. They then decided to end their presentation on the theme of the Finsbury Park carnival, to express their own values about unity within a community. The presentation ended with them inviting the audience to dance, to share their message of unity through shared enjoyment.

There are some similarities between this model of working and Bentley’s ‘Stages of Development’ which show how children might be seen to develop their relationship with the world. This can be illustrated as concentric circles moving outward from the individual through group to tradition or in Bentley’s case “the immediate consciousness of self.... through a recognition of others...to developing “an early understanding of multiple perspectives.” (Bentley; 1998,64)

This model is argued by Bentley and later by Davison (2000,32) as appropriate to citizenship development. Just as the students experienced all these layers in their research, so they could employ them to develop children’s understanding through a range of different activities in school. Students involved in ‘Field’ became more able to move through the issues of representation by using individual and group voices to represent varying and contrasting opinions. The process of citizenship education as an awareness of self among others and the values developed from this were clearly represented by the way students offered varied opinions through presentation.

## **Pedagogies**

Part of developing the students' experience of citizenship was to involve them in observing and assessing different pedagogical models presented by tutors and considering their usefulness. Modelling citizenship values was seen as an important part of the delivery of the subject across the whole curriculum. Peer observations of each tutor in key input sessions were used to highlight and discuss differing approaches and outcomes and to enhance students' understandings of subject delivery. Copies of these peer observations were displayed for students to read and comment on.

One presentation was staged and choreographed to develop students' understandings and reactions to conflict. Other contributions were led by one tutor or divided between two. On other occasions, particularly when the students were gathered as a complete group, tutors would position themselves among the students and dialogue across the room so that they were both reacting individually and as a group. This model was developed during a number of sessions and in particular during the questioning at the end of the final presentations.

Tutors' pedagogical observations of each other included comments on use of language, body language, positioning, material and resources. These observations were useful in recognizing how different styles of presentation could influence attitudes and how teachers can present citizenship values through delivery as well as material. Students experimented with techniques of presentation to influence attitudes in the audience in their final presentations, for example conflict and resolution, and alienation and inclusion.

## **Citizenship through presentation**

### **Final presentations**

Final presentations, lasting about twenty minutes each, were made over two days and, after each presentation and a session of questions and answers, tutors collected peer comments from the groups to be considered when assessment was made. By the end of the process all were encouraged by the level of critical comment achieved by the groups when considering peers' work and their understanding of the complexities that groups were trying to reflect. Groups assessed the contribution of different subjects and stances to the final presentations and the depth and quality of research. They also commented on the effectiveness and quality of the final product.

Examples are:

“The performance was excellent..... There was a strong message of diversity and celebration...good evidence of research...community values embedded.....”

“There was a wealth of knowledge... realism was effective...history of the area was built in.... By the end they were very comfortable presenting to us.”

“the use of videotape needed to be slicker...the visual detracted from the general presentation..... detracted from the sense of community”

(peer group verbal feedback, recorded by tutors)

The final presentations all used drama as part of their reports. Some of these echoed incidents on the street which they experienced as they researched. The Finsbury Park group had researched local reactions to reports in January 2002 of alleged links between the Finsbury Park mosque and terrorist suspects, as that had been in the news. Some of the group were Muslim and they reflected on their own reactions in the question and answer session at the end of their presentation.

Some of the Hendon group, who had researched the development of an *eruv*, (an area where observant Jews can move objects on the Sabbath), were Jewish and reflected on how they changed some of their attitudes during the progress of the research as a result of hearing different points of view expressed in the Jewish community. Others in that group, who were not Jewish, also reflected on the way their understanding of the issues had developed during the research process.

Most of the groups used ‘reportage’ as a device in their presentations because it provided different voices and could reflect the insider/outsider view. Other skills developed were those of juxtaposition to express complexity, humour to engage and distance the audience and linkage between visual and audio stimuli to promote more complex understandings. Viewing the videotapes later, tutors were impressed by the way some groups embedded many of their values into the presentations, so we were not only aware of issues, but also of different attitudes and resolutions. An example of this was in one group which used a television reportage style to convey the ‘official’ local government response to local issues. The use of different voices, and in particular different accents, made it clear that the group themselves were cynical about the promises made in ‘correct English’. In contrast the ‘local’ voice, which included lapses in grammar and a distinct accent, showed the ‘real’ (insider) situation. Another group raised the issue of differing boroughs and rents for property in one area. Through humour and use of differing voices the group presented the issues, a range of attitudes to them among the community and a comment from the group not only on the social justice or injustice of the situation, but also on the tolerance and understanding the community extended to each other over the problem.

As each group selected their own foci for the presentations they had to negotiate through their understandings and attitudes. Each student was actively engaged in understanding their experience as a group member. They not only researched communities, they formed communities and shared responsibility for success, attitudes and involvement. Some groups found their working patterns very early, others had issues of organization.

“group dynamics are difficult.. you have to work really hard to make it work.”  
“you have to be sensitive to other people’s values”

(student feedback sheets)

One group struggled until the final presentation to find their community voice and all the other groups were very conscious of their difficulties. It was particularly interesting how, in the feedback, this group were praised by their peers for the efforts they had made to create a combined presentation.

“they came together in the end... I felt nervous for them but they’ve come a long way through the process. They used their own ethnicity to good effect.”

(verbal feedback, recorded by tutors)

Students’ presentations made use of the ‘insider/ outsider’ roles they either identified among themselves or developed as a result of information gathered in interviews. An example of this was in the final Cheshunt presentation, which included a ‘reporter’ style of presentation from the front of the room and a ‘heckler’ roving around the back of the audience reflecting on the ‘official’ views being given from the front. This provided a dramatic and on occasion very humorous presentation of differing views on local issues, particularly because the ‘heckler’ was herself an ‘insider’ reflecting on ‘outsider’ views.

A sense of unity in the cohort was frequently commented on. People appreciated working with others and by working through the difficulties they experienced, many reflected that they found greater confidence in themselves.

This quotation is from an lecturer who, as an outside observer involved in research in Work Based Learning, came to watch the presentations:

“Their very performative pieces were based on research which lent real substance and academic enquiry to the spectacle. The relationships between staff and students were very open...and the students spoke enthusiastically about working in this team-taught way. The presentations were ensemble pieces that attested to the peer group/team working ethic you practised and advocated and it was clear that students learned about and managed their own group dynamics.”

(Evaluation on final presentations by M. Bellamy)

### **Citizenship through reflection**

At the end of the ‘Field’ project students and tutors were asked to reflect as individuals and in groups about the impact the project had had on them and the processes experienced in making and reporting on a community.

### **Experiencing Community through Collaborative working**

Students were asked to comment on their experience and understanding of collaboration and group dynamics. A significant number commented that they had developed listening, co-operation and communication skills. Comments included how students felt they had “come together as a year group” and had “built relations with other group members.” Working with people they did not know well had also been a significant factor.

Students also commented on their understanding of group dynamics. This included, “there shouldn’t be a leader, the group should value everyone as equal.”

There was a deliberate establishment of values in each group which reflected community values which the students felt were important. Comments included, “we’ve learnt to be more tolerant/ understanding/ considerate” (reflections from three groups on the same theme). Vocabulary such as “co-operatively, sharing , adapting, building” show the way the groups consciously strove to create and maintain group identities, even when they were aware of clashes of personality or ideas. This experience of process provided the most profound reflections on personal development within the project, showing how skills developed through an experience of citizenship contribute to self-understanding and self-esteem.

Student feedback reflected their appreciation of citizenship through a cross-curricular approach which included a sense of broadening or breaching of subject boundaries. The ethnographic nature of much of the fieldwork showed significant developments in understanding the relationship between individuals and groups within society.

“Appreciation of diversity”,  
“respect for other people”,  
“awareness of different cultures, societies and beliefs.”  
(student feedback, 11.04.03)

When students were asked to consider how the project might influence their teaching of citizenship in school they again focused on the process of citizenship as well as that of content. So for example they reflected on how it made them consider classroom organization and grouping by other than ability groups. They saw developing children’s skills in group work as “very important” and emphasized skills such as communication and sensitivity. They also reflected on the value of role-play as a method of promoting understanding in the classroom. Students understood the importance of their own attitudes and behaviour in supporting the aims of citizenship. Many of them also commented on their gain in self-confidence and how this could be achieved with pupils, echoing the skills and aptitudes identified by Crick.

## **Conclusions**

The ‘Field’ project promoted the approach to Citizenship by “teaching through and in other curriculum areas” identified in QCA (2000). The input from a variety of different subjects was, from the beginning, seen as a valuable opportunity to explore not only Citizenship content but also areas of collaboration. By the end of the project Citizenship was seen as having both a specific subject input which could be developed through individual and cross-curricular means, but, significantly for Primary delivery, it was also seen as suffused through the whole curriculum through an exploration of values and community.



## **Appendix A: Building a Community**

### **Building a Community and notions of Citizenship through a simulation**

Notes: ( provided by John Whomsley – Geography tutor)

Geographical simulations can work at a variety of levels, from the rather basic to the very sophisticated. They are intended to involve the participants in decision making about any situation. In this case the basic idea was to see possible ways in which the physical and social patterns in small settlements might have evolved over time.

Decisions made were based on the participants' understanding of their individual allocated or chosen roles in the settlement.(e.g. shopkeeper, new factory owner). In this simulation the respective roles were not over-proscribed so prejudice and stereotyping were possible.

The students were divided into two groups of about thirty each. Within each group smaller groups were allocated roles (see notes). They then made the requisite number of buildings and discussed their location on the base map. The discussions were the most important factor in the simulation as notions of spatial distribution and location were debated and developed (e.g. the publican wanted his pub located at the most prominent crossing of roads to catch passing trade)

The observers monitored the discussions so that arising disputes could be reflected on and the Parish Council was there as a mechanism to monitor and adjudicate on disputes and unseen issues which might arise during the discussions.

The conclusion to the simulation was the reflection by all participants on a series of aspects:

- the spatial patterns which have finally been agreed on and their reflection on actual patterns they know
- the process of decision making, e.g. who and what dominated decisions
- the concept of Citizenship and Community which could then be applied to their investigations in real localities in North London

During the simulation students occasionally required further input on details of the roles they were taking. There was a great deal of debate especially about the nature of communities, both urban and rural. Students raised issues of social and economic class decisions and the interaction of their own group as a social community working to solve problems.

### **Building a Community (a simulation/role-play exercise)**

#### **Instructions**

To start off the whole idea of Field we want you (in two large groups) to build a physical community, one for each group.

1. You will have a large base map (and smaller copies for reference). During your building of the community you cannot remove any woodland. You can build new roads etc. if the Parish Council give you permission
2. Your first task is to discuss the nature of your group, what it might want to do and be in the community
3. Your second task is to make as many buildings as you need. (each with its function on the roof, e.g. house, shop etc.)
4. Your third task is placing your buildings on the map. Where you put them will be up to you, but it will probably relate to how you see the rest of the community.
5. Disputes will arise as to where you want to put your buildings. The Parish Council will have to be consulted IF any disputes arise. Their judgement is final.

At the end of the session of building the whole group will get together to look at the notion of COMMUNITY and what the simulation has revealed about communities in general.

Anything that you have not included in your simulation but which relates to the wider world and other communities will be considered and included in our thinking, e.g. links to the area outside the community you have built to bring in electricity, food, and information.

The ideas generated by the simulation will be carried forward into your exploration of the real local communities you will be working on for the next five weeks.

You will need:

Roles	Number in Group	No. of Buildings
A: Lord of the Manor group	3	Manor & outbuildings 4-5
B(i): Established residents	6	10 old houses
B(ii): Incomers on the new (expensive) estate	4	6 new houses
C: Social – Pub, village hall, post office/shop Church, Hairdressing salon, School	3	6
D: New Industrial Growth Cabinet maker, Cheese Maker, Plastic mouldings	5	On one site
E: Farmer Intensive Chicken rearing	2	Area of 4 houses together
F: Parish Council. All disputes come to the Council. Their decision is final!	5	
G: Observers, who take notes about anything they see going on either positive or negative.	2	

## **RULES**

- a) Each group builds the number of houses / buildings for their group.
- b) On the ROOF print what the building is e.g. PUB.
- c) Choose a site for your buildings by group decision. Note down for later the reasons for your choice of location. You will have to make up your own criteria for your locations ( in any real simulation you would be given some clues e.g. The Lord of the Manor doesn't want to live too near to the main community. The pub and the shop want to be close to each other. )
- d) The New Houses or Industries cannot be placed on the map until after 30 minutes have elapsed.
- e) Any disputes to the Parish Council ( who are environmentally friendly ).

## **CONCLUSION**

We will look at the patterns made by the people in this community and try to make sense of them in terms of what community issues or characteristics they unearth.

## Appendix B

### GENERIC CRITERIA FOR MARKING

(each group also to devise 3 more specific criteria against which to consider their work, which they make clear to the audience)

evidence of:

- **effective group work/collaboration**

(ref: 'Professional Values & Practice' *Standards for QTS*, 1.1, 1.2, and especially 1.3: 'Trainees demonstrate and promote the positive attitudes and behaviour expected from pupils')

- **interdisciplinarity**

(ref: 2.1, 'Subject Knowledge & Understanding' in Art, Citizenship, English, Geography, History, Religious Education).

- **critical thinking**

(including insider & outsider positions; questioning own assumptions; beyond description to research analysis)

- **response to the emotional field**

(reflecting the complexities of the community studied: the complex meanings of change, ethnicities, cultures, spiritual dimensions, etc.)

- **being a good audience**

- **creative presentation skills**

(appropriate to the idea being expressed, such as: imaginative use of voice/ sound/ space/ performance/ visuals/ objects/ text, etc.)

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